



Oracy Toolkit

Oracy Toolkit

Page Number	Document	How will it help...	Why will it help...
3.	Oracy on a Page	A clear document to demonstrate the Oracy expectations of the school.	A quick overview of what is expected of you as a teacher of Oracy as well as what is expected to support our children's speaking and listening across the school.
5.	Oracy Framework	An overview of the skills that will be taught and integrated into our curriculum and everyday interactions throughout school.	A clear understanding of the oracy objectives and expectations across the school to support in planning oracy teaching and learning moments for our children.
6.	Teacher Expectations	An overview of the 5 benchmarks for teachers of oracy with further details of how this can be demonstrated through teaching and learning.	A clear understanding of the expectations as a teacher of oracy and how you can develop and progress your teaching of listening and speaking.
7.	English National Curriculum for Spoken Language	The national curriculum objectives for spoken language and the statutory requirements of what needs to be taught.	An awareness of the spoken language curriculum and the subject coverage we need to be teaching out children.
9.	Oracy Progression	An overview of oracy objectives and their teaching/learning/acquisition across the primary phases.	A clear overview of the learning journey of oracy and the steps of acquisition of oracy across the primary phase. Allow planning of teachable oracy moments.
16.	Let's talk Toolkit	A progressive list of sentence stems to support the development of speech.	Provide sentence stems to form the basis of planning as well as encouraging progressive, age related, high quality talk in and out of the classroom.
46.	Oracy Expectations in the Classroom	Some guidance on listening rules and discussions rules.	Examples of how to create good rules and expectations of how we should respect each other when talking/discussing/working orally in the classroom.
47.	Oracy Activities	A few example activities to provide some inspiration and ideas when planning oracy based activities.	Provide a range of oracy based activities to support planning. 4
51.	Oracy Reading Lesson Plan Example	An example of oracy based lessons.	Provide an example of how oracy can be planned into teaching.
53.	Oracy Maths Lesson Plan Example	An example of oracy based lessons.	Provide an example of how oracy can be planned into teaching.

Oracy Framework

Oracy Framework

This framework of skills will be taught and integrated into our curriculum and everyday interactions throughout school.

Physical

- ### Voice
- Pace of speaking
 - Tonal variation
 - Clarity of pronunciation
 - Voice projection

- ### Body language
- Gesture & posture
 - Facial expression & eye contact

Linguistic

- ### Vocabulary
- Appropriate vocabulary choice

- ### Language
- Register
 - Grammar

- ### Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

- ### Content
- Choice of content to convey meaning & intention
 - Building on the views of others

- ### Structure
- Structure & organisation of talk

- ### Clarifying & summarising
- Seeking information & clarification through questions/ing
 - Summarising

- ### Self-regulation
- Maintaining focus on task
 - Time management

- ### Reasoning
- Giving reasons to support views
 - Critically examining ideas & views expressed

Social & Emotional

- ### Working with others
- Guiding or managing interactions
 - Turn-taking

- ### Listening & responding
- Listening actively & responding appropriately

- ### Confidence in speaking
- Self assurance
 - Liveliness & flair

- ### Audience awareness
- Taking account of level of understanding of the audience

The Oracy Benchmarks

Teacher Benchmarks

1.

Sets high expectations for oracy

The teacher establishes and models ambitious and challenging norms for talk, ensuring that students understand the expectations for talk in their classroom. Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned to ensure that students are well prepared to meet expectations.

2.

Values every voice

The teacher supports *all* students to participate in, and benefit from, oracy in the classroom. The teacher listens meaningfully to students, encouraging them to develop their ideas further, and creates a culture in which students do the same.

3.

Teaches oracy explicitly

The teacher has a strong understanding of what constitutes good oracy in different contexts and is intentional in their teaching of oracy. They are deliberate and strategic in their planning for oracy teaching, and tactically exploit opportunities to ensure their students'skills develop over time.

4.

Harnesses oracy to elevate learning

The teacher considers how oracy can deepen and enhance students'knowledge and understanding within a given subject, domain or context. As a result, students are engaged in dialogue, both with the teacher and their peers, which encourages them to articulate, justify and expand their ideas and have opportunities to share, develop and consolidate their understanding through talk.

5.

Appraises progress in oracy

The teacher evaluates their students'progress in oracy and uses this to inform their teaching. Opportunities are created for students to reflect on and receive meaningful feedback on their oracy, from both the teacher and their peers.

Spoken language – years 1 to 6

Spoken language

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Oracy Progression at Pear Tree

Pear Tree Community Junior School Oracy Skills	
EYFS	Are the children able to?
Age 6 and below (EYFS)	<p>Express themselves simply through role-play.</p> <p>Use their understanding of real life and imaginary worlds to imitate actions and use some speech to communicate through role play.</p> <p>Use appropriate language and movements when engaged in spontaneous and structured role play activities</p> <p>Talk to themselves and understand more words than they can speak.</p> <p>Repeat the names of familiar objects.</p> <p>Converse simply, sometimes leaving out link words e.g. I go toilet.</p> <p>Ask questions, using words such as 'how' and 'why'.</p> <p>Use symbols, signs or words to communicate information and/or stories to others.</p> <p>Use an increasing vocabulary in their talk.</p> <p>Use complete sentences to talk about matters of interest.</p> <p>Repeat/memorise songs and rhymes with some support.</p> <p>Retell familiar stories in a simple way.</p> <p>Follow simple instructions.</p> <p>Begin to follow stories read to them and respond through role-play.</p> <p>Listen to stories, songs and rhymes and express their enjoyment and interest.</p> <p>Respond to instructions, questions and other stimuli.</p> <p>Listen to or view a range of moving image, audio and written texts for increasing periods of time, with growing attention and concentration.</p> <p>Listen to others and usually respond appropriately.</p> <p>Work alongside others.</p> <p>Work with others communicating ideas using words and gestures.</p> <p>Take part in one to one and small group discussions, using words and simple sentences.</p>
<i>Evaluation</i>	<p>Express how they feel about something through gesture or props.</p> <p>Use props, gesture and simple words to show whether they like or dislike something</p> <p>Use props, words and simple sentences to express likes and dislikes</p>
Level Descriptors	Oracy
	<p>Children "talk" to themselves and can understand many more words than they can speak.</p> <p>They repeat the names of familiar objects.</p> <p>They follow simple instructions and begin to express themselves through role-play.</p> <p>They increasingly want to join in songs and nursery rhymes, especially action songs and finger rhymes.</p> <p>Children converse simply, sometimes leaving out link words and often asking questions, e.g. "Why?" and "How?"</p> <p>They respond to instructions, questions and other stimuli.</p> <p>Children listen to stories, songs and rhymes and express some enjoyment and interest.</p> <p>Children draw on an increasing vocabulary in their talk.</p> <p>They begin to use complete sentences.</p> <p>Children listen to others and usually respond appropriately.</p> <p>With support they repeat/memorise songs and rhymes.</p> <p>They retell familiar stories in a simple way.</p>

Year 1	Pear Tree Community Junior School Oracy Skills Are the children able to?
Age 5-6 (Year 1)	<p>Join in with simple rhymes, songs and stories.</p> <p>Retell stories from text/film in sequence, with some detail.</p> <p>Ask and answer questions.</p> <p>Talk about something they have made, and simply explain the process.</p> <p>Express an opinion simply.</p> <p>Understand the need to take turns.</p> <p>Work as an individual and in different sized groups.</p> <p>Listen to /view simple rhymes, songs and stories and express enjoyment.</p> <p>Listen to /view instructions and carry them out.</p> <p>Take part in imaginative play.</p> <p>Adopt a role, making conscious use of movement and gesture.</p> <p>Participate in drama activities.</p>
Evaluation	<p>Respond to drama they have watched as well as participated in.</p> <p>Make a simple comment about the effectiveness of their own talk e.g. "The best bit was when..."</p>
Level Descriptors	Oracy
	<p>Children speak audibly, conveying meanings to a range of listeners.</p> <p>They begin to extend their ideas or accounts by including some detail.</p> <p>Children listen to others, usually responding appropriately.</p> <p>Pupils talk about matters of immediate interest.</p> <p>They listen to others and usually respond appropriately.</p> <p>They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.</p>

Year 2	Pear Tree Community Junior School Oracy Skills Are the children able to?
Age 6-7 (Year 2)	<p>Speak in an audible voice.</p> <p>Interpret a text by reading aloud with some variety in pace and emphasis.</p> <p>Describe incidents or tell stories from their own experience.</p> <p>Retell stories or films, ordering events using story language.</p> <p>Explain a simple process using key connectives that show sequence and cause and effect.</p> <p>Express an opinion simply giving reasons.</p> <p>Talk to different audiences, including friends, the class, teachers and other familiar adults and visitors.</p> <p>Listen/view with sustained concentration.</p> <p>Listen to /view instructions asking for help and clarification if necessary.</p> <p>Ask and answer questions to obtain simple and specific information.</p> <p>Make relevant contributions and offers suggestions.</p> <p>Take turns to speak, listen to the views of others and talk about what they are doing.</p> <p>Explain their views to others in the group and decides how they are going to report the group's views to others.</p> <p>Explore familiar themes and characters through improvisation and role-play.</p> <p>Act out own and well-known stories using different voices for characters.</p>
Evaluation	<p>Discuss why they like a performance.</p> <p>Express an opinion about how a story or information has been presented.</p> <p>Make a simple comment about the effectiveness of their own talk and give a reason e.g. "The best bit was when...because..."</p>
Level Descriptors	Oracy
	<p>Children speak clearly, with increasing confidence and use a growing vocabulary.</p> <p>They show an awareness of the needs of the listener by including relevant detail.</p> <p>They understand and convey simple information.</p> <p>They usually listen carefully and respond to a wider range of stimuli.</p> <p>In some situations they adopt a more formal vocabulary and tone of voice. They begin to realise that there is variety in the language they hear around them.</p> <p>Pupils begin to show confidence in talking and listening, particularly where the topics interest them.</p> <p>On occasions, they show awareness of the needs of the listener by including relevant detail.</p> <p>In developing and explaining their ideas they speak clearly and use a growing vocabulary.</p> <p>They usually listen carefully and respond with increasing appropriateness to what others say.</p> <p>They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.</p>

Year 3	Pear Tree Community Junior School Oracy Skills Are the children able to?
Age 7-8 (Year 3)	<p>Speak with clarity and use intonation when reading and reciting texts.</p> <p>Begin to adapt what they say to the need of the listener/viewer.</p> <p>Show awareness of standard forms.</p> <p>Tell real and imagined stories using the conventions of familiar story language.</p> <p>Speak confidently in different situations. Use language and gesture to support the use of visual aids when explaining.</p> <p>Make presentations of various kinds to other members of the class.</p> <p>Be aware of standard forms and when they are used.</p> <p>Consider issues from different points of view.</p> <p>Listen to /view a talk, remember some significant points and identify what they have heard.</p> <p>Listen to /view, talk to others and ask relevant questions.</p> <p>Work in groups, listen to others' views and preferences, asking questions and responding to others' contributions.</p> <p>Ensure everyone contributes, allocate tasks, consider alternatives and reach agreement.</p> <p>Work effectively in groups, ensuring each member takes a turn, challenges, supports and moves the discussion on.</p> <p>Adopt appropriate roles in small or large groups and consider alternative courses of action.</p> <p>Explore issues or scenarios linked to themes through role play</p> <p>Adapt their role play as new scenarios are presented to them</p> <p>Present their role play to an audience in an appropriate form</p>
Evaluation	<p>Identify the features of a performance and why that feature is needed in a performance.</p> <p>Begin to evaluate their own talk considering what they have done well and areas where they may need to develop further.</p>
Level Descriptors	Oracy
	<p>Children begin to modify their talk to the requirements of the audience, varying the use of vocabulary and level of detail.</p> <p>They explore and communicate ideas, showing an awareness of sequence and progression in a range of contexts.</p> <p>Through relevant comments and questions, they show that they have listened carefully.</p> <p>Pupils talk and listen confidently in different contexts, exploring and communicating ideas.</p> <p>In discussion, they show understanding of the main points.</p> <p>Through relevant comments and questions, they show they have listened carefully.</p> <p>They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.</p> <p>They express an opinion simply.</p> <p>They are beginning to be aware of standard forms and when they are used.</p>

Year 4	Pear Tree Community Junior School Oracy Skills Are the children able to?
Age 8-9 (Year 4)	<p>Speak using appropriate tone and volume.</p> <p>Adapt talk to suit purpose.</p> <p>Understand how changes in vocabulary and style can improve talk.</p> <p>Choose texts for performance. Use appropriate expression, tone, volume and other sounds.</p> <p>Explain a process or present information ensuring items are clearly sequenced, relevant details are included and presentations are ended effectively.</p> <p>Sustain conversation, explaining or giving reasons for their views or choices.</p> <p>Identify the presentational features used to communicate the main points in a variety of presentations, including a range of audio/moving image texts.</p> <p>Follow up points in discussions, showing agreement or disagreement.</p> <p>Identify key sections of a presentation, noting how the language used signals changes or transitions in focus.</p> <p>Show an increasing awareness of the social conventions of discussion and conversation contributing and responding appropriately.</p> <p>Use talk to organise roles and action.</p> <p>Include and responds to all members of the group.</p> <p>Use some drama strategies to explore stories or issues.</p> <p>Present events and characters through dialogue to engage the interest of an audience.</p>
Evaluation	<p>Identify and discuss the qualities of others' performances including gesture, action, costume, etc.</p> <p>Evaluate their own talk.</p>
Level Descriptors	Oracy
	<p>Pupils talk and listen with confidence in an increasing range of contexts.</p> <p>Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.</p> <p>In discussion, they listen carefully, contributing and asking questions that are responsive to others' ideas, needs and views.</p> <p>They can suggest changes in vocabulary and style, which would improve talk.</p> <p>They use some of the features of standard English vocabulary and grammar appropriately.</p>

Year 5	Pear Tree Community Junior School Oracy Skills Are the children able to?
Age 9-10 (Year 5)	<p>Use appropriately some of the features of Standard English vocabulary and grammar.</p> <p>Engage the interest of the listener/viewer by varying expression, tone, volume and vocabulary.</p> <p>Use and explore different question types.</p> <p>Respond appropriately to the contribution of others in the light of alternative viewpoints.</p> <p>Listen to /view and take notes that can be used for a variety of purposes.</p> <p>Pay close attention to what others say, asking questions to develop ideas.</p> <p>Investigate how talk varies with age, familiarity and gender.</p> <p>Listen to others considering their point of view.</p> <p>Identify the main points of each speaker, comparing their arguments and how they are presented.</p> <p>Use and reflect on ground rules for dialogue.</p> <p>Take different roles in groups, using language appropriate to them.</p> <p>Use time, resources and group members efficiently by planning, distributing tasks, checking progress, making backup plans.</p> <p>Create roles showing how behaviour can be interpreted from different viewpoints.</p> <p>Develop scripts based on improvisation.</p>
Evaluation	<p>Compare the contributions sound makes to media extracts.</p> <p>Comment constructively on plays and performance, discussing effects and how they are achieved.</p> <p>Evaluate their own talk, making comment on specific aspects e.g. “ I did this because... I included this because... but next time it would be better if...” .</p>
Level Descriptors	Oracy
	<p>Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.</p> <p>Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.</p> <p>In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take a account of others’ views.</p> <p>They develop their talk purposefully and when expressing opinions they provide reasons to support their views.</p> <p>They are able to evaluate talk and understand how changes in vocabulary and style can improve its quality.</p> <p>They begin to use standard English in formal situations.</p>

Year 6	Pear Tree Community Junior School Oracy Skills Are the children able to?
Age 10-11 (Year 6)	<p>Talking together</p> <p>Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work</p> <p>Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions, presenting and narrating</p> <p>Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation</p> <p>Engage listeners' attention through expression and non-verbal techniques</p> <p>Sentence structure:</p> <p>Use knowledge of word order, high frequency words and punctuation to understand and build simple and compound sentences</p> <p>Questions and negatives:</p> <p>Understand and use confidently some common question types in different contexts.</p> <p>Understand and use confidently some common negative forms in different contexts</p>
Evaluation	<p>Evaluate the contributions sound makes to media extracts.</p> <p>Evaluate plays and performances, discussing effects and how they are achieved. Using constructive feedback as well as opinion to discuss the different aspects and the purpose for the audience.</p> <p>Reflect on our own talk, and considering the impact our talk can have in different settings, evaluating the form our talk should take depending on the situation we are in.</p>
Level Descriptors	Oracy
	<p>Pupils talk and listen confidently in a wide range of contexts, including a range of formal situations,</p> <p>Their talk is engaging to their audience by use of varying tone, pace and volume and intonation.</p> <p>In discussion, they can confidently participate, lead and debate ensuring they are considering the views of all participants.</p> <p>They talk with purpose, showing a developing understanding of their reasoning, ideas and opinions as well as their impact on others.</p> <p>They are able to confidently evaluate talk in different settings as well as understand how and why talk changes based on the setting, mood and audience.</p> <p>They are confidently using standard English in formal situations</p>



Oracy Knowledge Organiser

Let's Talk Toolkit

Model, Speak, Repeat
Every Child Shares their Voice



Oracy Knowledge Organiser

Let's Talk Toolkit

EYFS

**Model, Speak, Repeat
Every Child Shares their Voice**

Oracy
Let's Talk EYFS

Prediction/ Hypothesis



How do you know?
 e.g. 'The porridge is hot?'
 It is.....because.....
 I think.....because.....
 It will.....because.....
 The.....is.....because.....

What do you think?
What will happen if.....?
 I think it will.....

'What do you think will happen?'
 It will.....
 The.....will.....
 The.....is going to.....
 This will....because.....

What do you think will happen next?
What will happen if.....?

Argument/ Opinion

He / She didn't share / take turns
 I want to.....
 I like.....
 I don't like.....
 I think..... *Why?*
 I think..... *What do you think?*
 I don't think.....
Why do you think this?
 It is.....
 It's not.....
 Yes because.....
 No because.....
 I like / don't like.....
 It is good/nice/beautiful
 It is not nice
'What do you think?'
 I think.....
 I think it will.....
 It will..... because.....
 I think..... because.....
 I think that.....
What do you think?
What will happen if.....?
If.....?

Describing



It is big / small (size)
 It is/It is a (shape name)
 It is soft / hard or hot / cold (texture / properties)
 It feels like.....
 It looks like.....
 It tastes like.....because.....
 It sounds like.....
 It smells like.....
 It is the same because.....
 It is different because.....
As above, use This looks like etc

Comparison/Contrasting



It is the same because...
 It looks the same because...
 It feels the same because...
 It tastes the same because...
 It sounds the same because...
 It is different
 They are different because...
 It is not the same.
 This is.....and that is.....

Oracy
Let's Talk **EYFS**

Deducing/Infer



It will.....because.....
I think I will.....
I think.....because.....
It is.....because.....
It has.....because.....

*Why do you think this is a
.....?*

What can you see?

Why did.....happen?

.....happened because.....

Evaluation

I made this train.
*"I like the way the wheels
rotate"*

I've done this picture.
*"I can see you have put lots of
detail in there, flowers,
people, trees"*

I like this because.....

I made this.....

I did this.....

I've done this.

Retelling/Sequencing



First I..... First we.....
Then..... After.....

And then.....
What did you do first? Then what happened?
.....happened first. Next.....happened.
Then.....happened. happened last.
Next.....and.....happened.
At the end.....happened.
.....happened in the beginning/middle/end.
First..... Next..... Then..... After that....
.....and then.....
It is.....because.....

Explaining



It is.....
You put.....
I / He / She
It is.....because.....
This is.....
That is.....because.....
The.....is.....
They are / were.....
When.....

I've got theone

It's the same/ different

It's the same number.

They / We both have.....

There is one more..... Its one less.....

Another one.....

I have more.....

They/We have two each

Altogether I have.....

I think.....

.....heavier..... /lighter.....



Oracy Knowledge Organiser


Let's Talk Toolkit

Year 1

Model, Speak, Repeat
Every Child Shares their Voice

Oracy
Let's Talk **Y1**

Prediction/ Hypothesis




I think.....because.....and.....
 I don't think....because....and...
will happen because.....
 I think.....
 I think.....because.....
 (prior knowledge)
 I predict.....will happen.
 They are the same
 because.....
 (comparing)

Argument/ Opinion

Yes/ No because.....
 I like..... because.....
 and.....
 I don't like..... because.....
 and....
 I agree with.....
 because.....
 It is right.....
 It is wrong.....
 I think.....
 I think.....because.....
 I
 like.....best.....because.....
 My partner thinks.....
 I agree because.....
 I disagree
 because.....


Describing



It is.....and.....
 The.....is.....and.....

 This is
 They are
 They
 are.....because.....
 It is a (adjective) / (noun)
has
 have

Comparison/Contrasting



They are the same because.....
 They are different
 because.....is.....and.....is.....
 They are alike because they are
 both.....

Deducing/Infer



I think that.....

I think thatbecause.....

It is.....because.....

.....happened because.....

What do you think happened?

Evaluation

I found.....hard/easy because...

I like / dislike because.....

I feel that.....next time.

I could.....

In my opinion.....because.....

Retelling/Sequencing



My partner said.....
Retelling stories – Once upon a time.....
One day..... Long ago.....
'What happened next?'

First I will.....
Next I would.....
Then I.....
After that I.....
Finally I.....

Explaining



I..... because.....
When I.....because.....
After I.....
How.....
Why.....
Where.....
When.....

*Sometimes incorporating sequence
language structures.*

Let's Talk Maths Year 1

Language function and progression in language structures (adapted from Tower Hamlets, 2009)

I know.....because.....

.....is in-between/after/before because.....

.....comes before.....because.....

.....comes after.....because.....

The answer is.....because.....



Oracy Knowledge Organiser


Let's Talk Toolkit

Year 2

**Model, Speak, Repeat
Every Child Shares their Voice**

Oracy
Let's Talk **Y2**

Prediction/ Hypothesis




I think this.....because.....
 I know this, so I think
 This will happen because.....
same.....
similar.....
different.....
 I think.....because.....
 I predict that....because.....
 I think they will be alike
 because they are both.....

Argument/ Opinion


No because.....
 Yes because.....
 I agree / disagree because...
 I think..... because... and also
 because.....
 However.....
 Also.....
 I think.....because
 I prefer.....because.....
 My partner thinks.....
 I agree/disagree because.....

Describing



It / This is.....and.....
 This has and
 The.....is.....and.....
 They are.....and.....
 I feel.....because.....
 This is a big, round, red, beach ball

Comparison/Contrasting



They are the same because.....
 They are similar because.....
 They are different because....
 is.....and.....is.....
 They are alike because they are
 both.....
 It feels different because this one... and
 that one.....

Deducing/Infer



Say how the characters feel and explain why.

I think that.....because.....

This happened.....because.....

I know this.....

What do you think happened?

How do you know that.....?

Evaluation

I think my..... /book is....because...

Next time I could.....

I found...hard/easy because...

I like / dislike.....because.....

It was interesting because....

I like this because.....

I like the part where.....because.....

What I found hard about this work was.....

I found this piece of work hard/easy because...

Retelling/Sequencing



My partner said.....

First, Next, Then, After that, Finally...

At last Suddenly

'What happened next?' 'What did...?'

First..... (First put the hat on)

Next.....

After that.....

Finally.....

Last of all.....

Explaining



I..... because.....

When Ibecause.....

After I.....

The.....because.....

We/They.....because.....

How.....

Why.....

Where.....

When.....

Let's Talk Maths Year 2

Language function and progression in language structures (adapted from Tower Hamlets, 2009)

I started at 5 because the.....

.....and.....are both.....

I jumped on/up inbecause..... and.....are different in that.....

This makes.....so I

So then I.....because.....

I knowbecause.....



Oracy Knowledge Organiser

Let's Talk Toolkit

Year 3

Model, Speak, Repeat
Every Child Shares their Voice

Prediction/ Hypothesis

Because I know that.....I know.....



Due to this.....I know that.....

I predict that.....because.....however/ meanwhile/therefore/also.....

I predict that.....after / as a result of

This is probable because..... ..and.....are different in that....therefore as a result.....

After.....I predict that.....

The outcome will be.....because.....
What do you think? How did you come to that prediction?

Argument/ Opinion

An argument for is..... because.....

An argument against is.....because.....

I understand however / due to / but / therefore

I accept your decision however

I feel / believe..... because / as / due / to.....

I agree/disagree because.....

I appreciate/understand...’s opinion because/as/due to.....

However I feel.....because/as/due to.....

My opinion/view is.....because/as/due to.....

I believe.....because.....

What is your opinion.....

How do you feel.....

Why do you feel.....

Describing



It looks/feels/sounds/smells like

It appears to be.....because.....

It seems to be.....as.....

I think it looks like.....due to.....

It reminds me of.....because / therefore / meanwhile.....

Why? How? What? Tell Me About...

Comparison/Contrasting



..... and.....are both

.....and.....are alike in that....

.....and.....are similar because.....


.....and.....are different in that.....

.....is.....but.....is.....

.....is.....but.....is.....

.....is.....while.....is.....

Oracy
Let's Talk **Y3**

Deducing/Infer 

I conclude that.....because.....

I found that.....because.....

As a result of....I conclude that...

After looking at the data/information/results I conclude that.....

On observing I found that.....

Evaluation

I found this workedbecause.....


Next time I could/would/.....

Maybe you could try.....

I feel that..... I enjoyed it because.....

.....was successful / ambitious because.....

You could improve this work by.....

Retelling/Sequencing 

Once upon a time.....Once there was.....

As a result of..... Meanwhile.....

Later on..... Eventually

Unfortunately..... Luckily.....

I remember that.. Then this happened..

During..... Lastly..... In the end.....


To conclude / In conclusion.....

First..... because.....

Next.....however.....

Then.....therefore.....

Finally/Eventually/Lastly.....because..

Explaining 

How.....

Why.....

Where.....

When.....

What.....

After.....

Then / As a result of / Later / because

Let's Talk Maths Year 3

Language function and progression in language structures (adapted from Tower Hamlets, 2009)

If you.....then.....

First..... After that.....

I know.....because.....

.....and..... are alike in that..... /and.....are similar because.....

.....is.....but.....is..... /is.....while.....is.....

When....., / If.....,

..... , so



Oracy Knowledge Organiser


Let's Talk Toolkit

Year 4

Model, Speak, Repeat
Every Child Shares their Voice

Oracy
Let's Talk

Y4

Prediction/ Hypothesis 

Because I know that, I know that.....

Due to the fact that.....I know that.....will happen

Maybe it's because

I predict that...because...however...

Due to the fact that..... (extension of because)

As a result of...this will happen because...

All events lead on to...because...

Because...and...are similar, I predict that...will happen.

The outcome will be...due to...

Based on...I predict that...

After hearing all the evidence, I think that..... will happen

Argument/ Opinion

An argument for ...is..... because..... and....

An argument against ... is....because.....and.....

I understand.... that...depending on the content but would argue....

I understand your point of view, however I disagree because.....

I agree/I disagree because... I appreciate ...'s opinion because..... Due to.....

However I think differently because.....

Most reasonable people would agree that.....because...

What is your opinion on the issue of bullying?

How would you feel if you were being bullied/in that situation?

Describing 

It looks/feels/tastes/sounds/smells like


It appears to be.....because.....

It seems to be like.....because.....

I think it looks like.....because.....

It reminds me of.....because.....

Why? How? What? Tell Me About...

Comparison/Contrasting 

.....and.....are both.....

.....and.....are alike in that.....

.....and.....are similar because.....

.....and.....have the following points in common:

One similarity between...and....is that...


Another is.....

A further.....

One difference is.....

A further difference.....

Oracy
Let's Talk **Y4**

Deducing/Infer 

In conclusion, I would say that.....due to the fact that.....

My results make me think that.....because.....

.....

Having analysed the data, I conclude that.....

Evaluation


I enjoyed.....because.....

.....was successful / ambitious because.....

You could improve this work by.....

Maybe you could try.....

Next time I / you could / would.....

Retelling/Sequencing 

In the beginning.....

Subsequently..... (time connectives)

On the other side of the forest.....

Back at home

I remember that..... With hindsight.....

Reflecting upon.....

In the event that.....

Lastly.... In the end.....


To conclude / In conclusion / To sum up.....

Firstly...because/however/therefore/after a while/meanwhile/ in addition.....

Next..... Then.....

Finally/Eventually/Lastly.....

In conclusion.....

Explaining 

How.....

Why.....

Where.....

When.....

What.....

After.....

Then / As a result of / Later /
 Meanwhile / Furthermore / Eventually
 / In contrast to / Because

Let's Talk Maths Year 4

Language function and progression in language structures (adapted from Tower Hamlets, 2009)

We know that.....so/because..... / It can't be.....so/because.....

So it must be.....so/because..... / I agree/disagree with you because.....

A major difference between.....and.....is that.....

Some ways in which.....and.....differ are.....

....., So..... / As a result,




Oracy Knowledge Organiser

Let's Talk Toolkit

Year 5

Model, Speak, Repeat
Every Child Shares their Voice

Oracy
Let's Talk **Y5**

Prediction/ Hypothesis 

It is true that.....

Can we prove that.....

In conclusion.....

I would like to prove / disprove.....

Perhaps the reason is

I predict that.....

I believe / I think..... might / or.....

If..... Then.....

X has happened, therefore I think.....

Argument/ Opinion

In my opinion..... should be banned.

I have two main reasons for believing this. First of all, as I'm sure you'll agree,.....

My second important reason for wanting to ban..... is that.....

Perhaps some people would argue thatthat.....

However, I would point out that.....

It is clear that a ban on..... would be a great step forward!

Therefore / In my opinion / I believe

He considers...

It is my opinion that.....

however others may/might believe.....

Describing 

It looks/feels/tastes/sounds/smells like


It appears to be.....because.....

It seems to be like.....because.....

I think it looks like.....because.....

It reminds me of.....because.....

Why? How? What? Tell Me About...

Comparison/Contrasting 

In some ways....and.....are alike.

For instance they both.....

Another feature they have in common is that.....

Furthermore they are both.....

However they also differ in some ways.

For example.....while.....

Another difference is.....

Deducing/Infer



The fact is.....

In effect.....

Given that.....then.....

I deduce/deduct.....

I have worked out.....

In conclusion.....

I conclude.....

Evaluation

My view is that...because.....

This is supported by the fact that.....

In my opinion....furthermore
.....However.....

Possible improvements may include.....

Retelling/Sequencing



First, Next, Then, After that, Finally...

'What happened next?' 'What did...?'

Meanwhile.....

Following this / that.....

In the beginning.....

Explaining



Because of..... x happened

For example.....

In conclusion.....

To begin with.....

As a result of.....

The reason(s) for.....

Let's Talk Maths Year 5

Language function and progression in language structures (adapted from Tower Hamlets, 2009)

I think the question means.....so the answer would be.....

I know that.....therefore I would try out.....

If the.....add up to.....then the total number must be.....

Knowing this means we can work out what's missing!

..... as a result,

.....therefore.....

The reason..... is that..... is due to.....




Oracy Knowledge Organiser

Let's Talk Toolkit

Year 6

Model, Speak, Repeat
Every Child Shares their Voice

Oracy
Let's Talk **Y6**

Prediction/ Hypothesis 

Based on the evidence I have been presented with, I can conclude.....

Taking everything into account...

Having analysed.....

Having pondered.....

If we accept this hypothesis, what else will be true?

Given this, it is likely that

In light of.....I predict.....

There is a high / low probability.....

The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors

Argument/ Opinion

On the one hand.....but.....

Convince me that.....

I am convinced.....

Given that.....


Consequently / Based on fact / Because of my beliefs.....

To hold the view / After consideration

After / On reflection

It is my understanding that.....


The facts lead me to the conclusion that.....

Describing 

In comparison to.....

Idioms e.g. Peas in a pod

Develop / Introduce metaphors and similes

Comparison/Contrasting 

In some ways.....and.....are alike.

For instance they both.....

Another feature they have in common is that..... Furthermore they are both.....

However they also differ in some ways.

For example.....while.....

Another difference is that.....whereas.....

Finally.....but.....

The similarities/differences seem more significant that the similarities/differences because.....

Deducing/Infer



The facts lead to.....

Based on.....

Been lead to the conclusion that.....

The evidence leads to.....

Having considered.....

This infers that.....

Evaluation

My view is that.....

In my opinion.....

This is supported by the fact that.....

Furthermore.....however...
.....

Possible improvements may include.....

Or alternatively.....

Retelling/Sequencing



First, Next, Then, After that, Finally...
'What happened next?' 'What did...?'

In summary.....

The consequence of.....

Whilst X was..... Y was.....

During X – Y happened.

Initially the..... were.....

However.....

Explaining



..... such as

Due to.....x has / is.....

In summary.....

Owing to.....x has / is.....

This has altered.....

Evidently.....

Let's Talk Maths Year 6

Language function and progression in language structures (adapted from Tower Hamlets, 2009)

First I.....Then.....Next.....Finally.....

I approached it methodically (by).....

I was systematic.....(when/because)

I looked at the whole problem and broke it down into steps.....

We could possibly.....or.....

So far I have discovered/worked out that.....

Oracy Reasoning

This reasoning mat is to help you explain your ideas to others

Select the sentence starter that best fits what you

The thing I noticed was

When I saw this it made me think about

I know this is true because

I realised this couldn't be right because

When I got stuck I decided to try

The connection I think is important is

The thing that helped me see the connection was

I thought the answer looked right because

The way I would describe the pattern is

I wondered what would happen if

I already knew so this helped me work out

The strategy I used was I chose this strategy because


Select the sentence starter that best fits what you want

This reasoning mat is to help you explain your ideas to others


Oracy Expectations in the Classroom

GIVING PROOF OF LISTENING MEANS


LISTEN CAREFULLY
TRY TO SUMMARISE WHAT HAS BEEN SAID AND ASK QUESTIONS.



EYE CONTACT
MAKE SURE YOU ARE LOOKING AT THE SPEAKER SO THAT THEY KNOW YOU ARE LISTENING.



BODY LANGUAGE
USE YOUR BODY LANGUAGE TO SHOW THAT YOU ARE CALM AND FOCUSED.



Our Discussion Guidelines

Always respect each other's ideas.



Clarify and build on each other's ideas.



Invite someone to contribute by asking a question.



Show proof of listening.



Choose my vocabulary carefully.



Organise our discussion.



Give reasons to support our views.



Oracy Activity Examples

ORACY ACTIVITIES

Some quick activities



WHERE DO YOU STAND?

This can be as long or as short as you like.
Give the group a statement (i.e. Children should not get homework) and they have to stand in a line between agree and disagree.

Choose a few people to give their opinions and see if they can persuade anyone more towards their side.

ONE MUST GO!

Give the group a few options and tell them that they must ALL agree for one to go.

This allows them to practise persuasive techniques as if there are differing opinions then they need to somehow all agree on the same option to go.



ODD ONE OUT

Give your group some pictures or phrases and they have to decide which one is the odd one out.

For example: wellies, trainers, boots and slippers - they are all shoes but slippers are the only ones you can't wear outdoors!

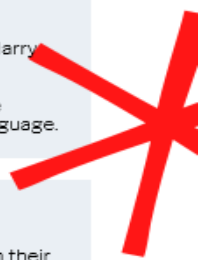
This allows children to use comparing and contrasting language.

WHAT'S THE LINK?

Similar to Odd One Out except this time the group are figuring out what is the link between the pictures.

For example:
An owl, a train, a castle and a lightning bolt would all link to Harry Potter.

This also allows children to use comparing and contrasting language.



IF I RULED THE WORLD

This game allows children to practise disagreeing with people (even if they actually agree with what they are saying!)
Partner A says 'If I ruled the world I would ...'
Partner B: 'I disagree because...'

Children enjoy coming up with difficult subjects their partner has to disagree with (e.g. If I ruled the world I would eat chocolate every day)

TABOO

A game to practise thinking on their feet. Similar to Articulate but there are certain words they are not allowed to say.

For example: If they had ROMEO, the Taboo words could be JULIET or SHAKESPEARE.

Make it easier or difficult depending on the number of taboo words.



ORACY IN LESSONS

EVERYONE'S AN EXPERT

The group will have a topic to look at (e.g. What is recycling?)
Each member of the group will be given a different piece of information relating to the topic (this could be text, a picture a video etc.)
They will become 'experts' in their work as no one else will have it and will use that to fuel the discussion.
- You can differentiate to different ability levels so everyone can access some information.
- Each member of the group will have something different to add to discussions.

FEEDING INFORMATION

Similar to 'Everyone's An Expert', you'll have a topic that you will be focusing on.

As the discussion unfolds you will give them more and more information to help give them a higher understanding and support their discussions.

For example: What is recycling?
- Ideas on how to recycle plastic bottles
- Make Do and Mend in WWII
- Coffee companies encouraging reusable cups.

JUST A MINUTE

Each member of the group will have one minute to talk about a subject - e.g. All plastic should be banned.

They will have time to prepare, but will only have one minute to talk about it **without saying um, er, repeating themselves or pausing to remember.**

You could add competition to the game by seeing who can get the fewest points.

FOR OR AGAINST?

This is good to start off thinking towards debates.

Give children a range of facts related to your topic - I did this with 'Was King John a good or bad king?' They can organise the facts into 'good' and 'bad' then they can decide whether or not they agree or disagree with the statement based on the facts they have in front of them.

Sorting activities can also be good for fuelling discussions - timelines and matching activities are always useful to get children to discuss why they have placed something in a particular place

ORACY IN KS2

TOPIC IDEAS

Some topic ideas on how to use oracy in the classroom - such as learning carousel

PRIMARY SCHOOL CHILDREN SHOULD BE ALLOWED MOBILE PHONES

Do you agree or disagree?

Why?

WHICH IS THE BEST SPORT?

Football, Rugby, Tennis or Swimming - which is the best sport?

Can you get someone else on the table to change their mind?

WE SHOULD SHUT DOWN ZOOS.

Do you agree or disagree?

Why?

WOULD IT BE GOOD TO BE FAMOUS?

Why would it be good to be famous?

What are the negatives?

COMPUTERS SHOULD REPLACE TEACHERS.

Why would a computer be better?

When is having a teacher good?

ONE MUST GO

Choose one of these activities which has to go - everyone in your group has to agree!

Sport, Maths, Music or Computing

HOMEWORK SHOULD BE BANNED.

Should homework be banned?

Why would it be good?
Why would it be bad?

Our Discussion Guidelines

Always respect each other's ideas.



Clarify and build on each other's ideas.



Invite someone to contribute by asking a question.



Show proof of listening.



Choose my vocabulary carefully.



Organise our discussion.



Give reasons to support our views.



CHOOSE YOUR PROTOCOL

THUMBS IN

TO SPEAK, PUT YOUR THUMB OUT. ONCE YOU HAVE SPOKEN, YOU CAN CHOOSE THE NEXT PERSON TO SPEAK.



PASS AND GO

GO AROUND YOUR CIRCLE, ALLOWING EACH PERSON TO SPEAK OR TO PASS.



CHAired DISCUSSION

AS A GROUP, NOMINATE ONE PERSON TO ACT AS CHAIR. THE CHAIR CHOOSES WHO SPEAKS, ENSURING EVERYONE GETS A TURN. THEY MAY ALSO BE ASKED TO SUMMARISE THE DISCUSSION AT THE END.



Listening Ladder

The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung they have and want to reach.





Summarising the speaker's ideas
Asking questions that dig deeper
Asking questions to clarify understanding
Reacting and refocusing
Offering nods or short words of encouragement
Giving eye contact to the speaker
Being calm and still
Giving 100% of their focus to the person speaking

Oracy Reading Lesson Example

Wednesday 29th September 2020
SR LO: To infer.

Recap


1. How will the book help others?
2. What things will be important to include in the book?
3. Who would you want to pass the book on to? Why would it be important for them to read the book?

11

Today we are going to be inferring.

What does infer mean?




12


Video Link....
<https://www.youtube.com/watch?v=JyL58vlbvgw>

13

The video showed these images



14

THINK 


T Model out loud thinking and inferring from the photos.
 THEN, on your own, THINK, how would you answer these questions.....

What do these images show?
 I can infer that the images show


How do you know?
 I know the images show because

How does it make you feel?
 The images make me feel because

★ What are the images telling us? Why have you inferred that?
 The images are telling us I know this as I have inferred



15

PAIR 


T&TA Model turn taking and listening to partners ideas.
 THEN, in pairs, SHARE your answers to these questions...

What do these images show?
 I can infer that the images show


How do you know?
 I know the images show because

How does it make you feel?
 The images make me feel because

★ What are the images telling us? Why have you inferred that?
 The images are telling us I know this as I have inferred



16

Double Pair 


T&TA Model turn taking and listening to another pairings ideas.
 THEN, in double pairs, SHARE your answers to these questions.....

What do these images show?
 I can infer that the images show


How do you know?
 I know the images show because

How does it make you feel?
 The images make me feel because

★ What are the images telling us? Why have you inferred that?
 The images are telling us I know this as I have inferred



17

SHARE 


Gather some feedback from the groups about their thoughts.....

What do these images show?
 I can infer that the images show

How do you know?
 I know the images show because

How does it make you feel?
 The images make me feel because

★ What are the images telling us? Why have you inferred that?
 The images are telling us I know this as I have inferred




18

Oracy Reading Lesson Example

Friday 1st October 2020
SR LO: To explain.

Recap

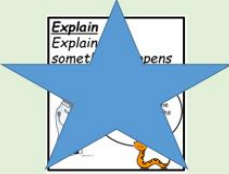
1. What things will be important to include in the book?
2. What more would you like to find out about looking after planet earth?
3. How will this book help planet earth?



29

Today we are going to be explaining.

What does explain mean?



30

Video Link....
<https://www.youtube.com/watch?v=JyL58vIbvgw>

31

Balloon Debate

On our hot air balloon we have...

- Animals
- Trees and plants
- Rubbish
- Cars

In order to save humans and the planet, we need to drop one of these things off our hot air balloon and lose it from planet earth forever!



32

THINK

T Model out loud thinking and inferring from the photos.
 THEN, on your own, THINK, how would you answer these questions...


Which one would you lose from planet earth forever?
 I would lose

Why?
 I would lose because

Will it make the planet better or worse? Why do you think that?
 I think it make the planet because

★ What impact would it have? Would it be missed?
 The impact would be..... because

It would/wouldn't be missed because



33

PAIR

T&TA Model turn taking and listening to partners ideas.
 THEN, in pairs, SHARE your answers to these questions...


Which one would you lose from planet earth forever?
 I would lose

Why?
 I would lose because

Will it make the planet better or worse? Why do you think that?
 I think it make the planet because

★ What impact would it have? Would it be missed?
 The impact would be..... because

It would/wouldn't be missed because



34

Double Pair

T&TA Model turn taking and listening to another pairings ideas.
 THEN, in double pairs, SHARE your answers to these questions...


Which one would you lose from planet earth forever?
 I would lose

Why?
 I would lose because

Will it make the planet better or worse? Why do you think that?
 I think it make the planet because

★ What impact would it have? Would it be missed?
 The impact would be..... because

It would/wouldn't be missed because



35

SHARE

Gather some feedback from the groups about their thoughts.....


Which one would you lose from planet earth forever?
 I would lose

Why?
 I would lose because

Will it make the planet better or worse? Why do you think that?
 I think it make the planet because

★ What impact would it have? Would it be missed?
 The impact would be..... because

It would/wouldn't be missed because




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Oracy Numeracy Lesson Example

Digital day Multiplication Madness!

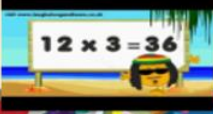



Times Tables 2x 5x 10x



Times Tables Rock Stars
Adaptive times tables practice in single or multiplayer modes.




Number Rock songs 2x 5x 10x



Today, you are going to work in groups to create a times table song special to just your class.

Let's watch some of our favourite number rock song videos.



Independent Task - Group work

Seed	Grow	Flourish
Working with an adult create a video for the 2x/ 5x or 10x table for us to use as a class.	In small groups create a video for a times table from the following 3, 4, 6, 11	In small groups create a video for a times table from the following 6, 7, 9, 12

Please find the link to the outcome video from this lesson, for your reference....

<https://peartreej.sharepoint.com/:f:/s/AllStaff/EqaD8IX1FXtOn-YO1WwmPX0B22r-dVbMHWik0ORltCWC4w?e=4pJz6f>